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ABSTRACT

This model program was designed to improve inservice education for local school districts involved in the delivery of special education services to students in public schools, grades kindergarten through twelve. Six regional training centers were established in Massachusetts following a needs assessment survey of teachers to identify competencies needed by regular classroom teachers for effectively teaching mildly handicapped students. Four objectives for these training centers are stated: (1) to assist the six regional training centers with the systematic identification of teacher perceived needs; (2) to conduct three training institutes during the school year for trainers of teachers and training center staff; (3) to maintain a resource linkage system and a training resource bank and create a state access system; and (4) to review the effectiveness of the training centers through demonstrated expertise in offering inservice instruction and information services. Included in this document are the original proposal and outline for the model, and a summary report issued eight months later. (JD)

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ED157866

TRAINING COMPLEX MODEL

FOR

APPRAISING AND PROGRAMMING

SUMMARY REPORT

BEST COPY AVAILABLE

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March 2, 1977

SP012 468

~~SUMMARY OF SERVICE AGREEMENT #7~~

In the training resource center, MEC undertook to assist educational practitioners to stay abreast with curriculum and methodological improvements in special education.

The Merrimack Education Center, as a service center for some twenty-two communities in northeastern Massachusetts, has generated practices which it was able to share with four other regions of the State.

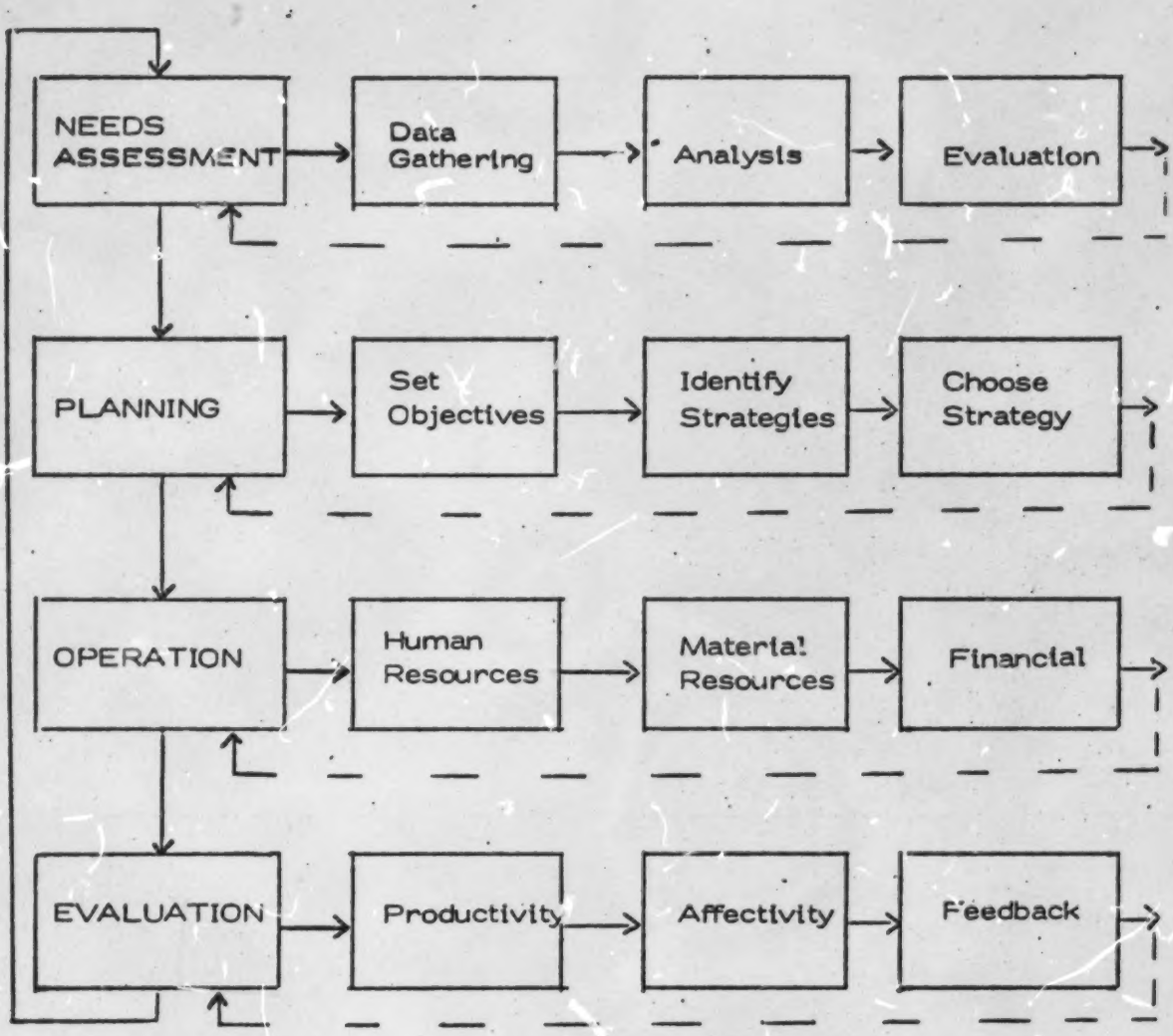
The Training Center model follows four key steps; these are the determination of needs, planning, operation, and evaluation. Each of these steps is composed of several major functions which also constitute a cycle of activities shown in Figure 1.

NEEDS ASSESSMENT

The annual assessment of needs was largely reconstructed during the 1976 school year to reflect the priorities of mainstreaming in special education. The purpose of this assessment was to identify the specific needs that teachers have in their professional growth in order to improve the quality of education.

Figure 1

ONGOING CYCLE[1]



[1]Frank Pilecki, Needs Assessment: A Brief Study of the Use of Needs Assessment by the Merrimack Education Center, 1976.

This model has been incorporated along with the needs assessment and adapted by Maine, Connecticut,[2] and collaboratives in Rhode Island.

The needs assessment questionnaire was administered to a total of 11,734 teachers in Massachusetts. Our numbers presently show the following:

Area	Questionnaires Processed
Northeast/Salem	2,177
MEC/Fitchburg	2,988
Boston/EDCO/Shore	3,700
Bridgewater/Southeast	2,319
North Adams/Pittsfield	550
TOTAL	11,734

The basis of such needs assessment efforts must necessarily focus on the identification of competencies needed by regular classroom teachers for effectively teaching mildly handicapped students. While many training projects appear to have identified lists of essential teacher competencies, this model offers a systematic and practical approach to assist program planners.

Through working with the Regional Education Centers, collaboratives, and the colleges, MEC presented this practical model for analyzing needs assessment data for the purpose of setting program training priorities.[3]

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[2]R. Gable and T. Gillung, "A Needs Assessment Model for Identifying Special Education Teaching Competencies for Regular Class Teachers." Connecticut Special EducationResource Center. April, 1976.

[3]For information on consensual validation of the instrument, see R. Armstrong and J. Jensen, "Statement concerning validity, reliability, and usability of the needs assessment survey technique." This process of obtaining content validity for the questionnaire consisted of both a thorough literature review through ERIC computer searches and the gathering of judgmental data from a group of administrators and special educators.

Using a Likert scale teachers rated the degree of relevance the areas of competence possessed and the high need priorities which arose in the MEC region are listed here:

Inservice Training Needs Survey Priorities

(1) Facilitating and implementing instructional programs

(2) Building communications

(3) Organizing classrooms for instruction

By combining the resources of a large number of school systems, the Center is able to provide a sophisticated method of data gathering, analysis, and evaluation which might otherwise be fiscally unattainable. Next, using the input from the representative from each school system, a group known as the Inservice Commission, the Center is able to assist in the joint planning of seminars, workshops, and courses which respond to the needs identified through the assessment.

In addition, the Center, on behalf of the member schools, is able to operate these inservice experiences in cooperation with and on behalf of the individual school systems. For not only is the Center linked in close working relationships with institutions of higher education which cooperate in providing faculty and academic credits, it has State, regional, and national contacts which result in professionals widely known for their expertise in special foci. And, MEC is also successful in helping several communities share their resources in common inservice experiences.

The Center, on a cost-effective basis, has successfully implemented an exchange system wherein locally autonomous school systems can pool and share in projects and programs which might not be otherwise economically possible.

The first step of this process is in the needs assessment project itself.

In order to determine the role of the respondent, the instrument begins with a listing of possible roles (from school committee member to elementary teacher), questions for indicating experience both in education and in the respondent's present position, and sex indicator. Secondary school teachers are able to check off their subject specialty, and all respondents then check the community in which they work.

ANALYSIS PROCEDURES

The analytical processing yields data on the basis of teachers at various grade levels, or subject area teachers, according to community or subregion among the contiguous school systems. It also provides a need factor or a prioritizing means for rapid reporting of high need v. low need topics or programs, high need items being reported first, etc.

Thus, the superintendent of schools in a particular community is able to study the summary report of responses from his personnel. He is able to see quickly that his faculty and administrators perceived their greatest need to be in learning to "motivate students and to maintain their interest in learning."

The same superintendent could compare this response to the responses from all educators who had been in their present position for more than fifteen years and find similar results from the 744 respondents in this category. He would find this the top need reported by all educators with less than six years in their present position (N = 1,681). He would find

his to be the same response from all secondary school respondents and all junior high respondents, both faculty and administrators. He would learn, however, that all central office administrators ranked this as a considerably lower need.

The result may be that the superintendent would meet with the Inservice Commission representative from his community and even personally contact MEC to indicate his belief that this priority should be the focus of a total regional program in which all would share in researching and resolving the problem in depth.

On the other hand, he may find that his teachers' next highest expressed needs in the area of "diagnosis and assessment" of learning problems was shared by the adjacent community as was the need to learn "classroom management." Rather than present two similar programs in two adjacent communities, he may wish to meet with his colleague superintendent to determine how the two towns might share jointly in presenting programs.

The Inservice Commission, in turn, is able to work together to plan regional and subregional programs. It may find that teachers in grades 3-6 in four nearby towns have expressed a need for learning communications for the classroom. A program could be planned in a location central to these teachers.

With MEC staff, the Commission is able to set objectives and develop strategies as to the alternative means for accomplishment of the goals. For example, whereas some priorities might be resolved by a one-day workshop, or a weekend seminar, or even monthly seminars, others may best be resolved by a graduate level course from which students might receive graduate credit.

The flexibility of the Division of Graduate Studies and Continuing Education of Fitchburg State College has resulted in literally thousands of teachers and administrators attending courses for academic credit. The courses, based upon needs assessment data, have been custom designed specifically to meet the professional needs of the participants.

PROGRAM GROWTH

The assessment of needs program has grown significantly since its inception. The participation by school systems and by teachers in the MEC/Fitchburg State College courses is reflected in the enrollment increases and the adaptability of courses. The use by individual school systems has greatly increased. Several vocational-technical schools now use the instrument. The instrument and analytical techniques have been incorporated into practice by ten greater Boston communities through the EDCO collaborative group.

The needs assessment/college linkage model has been emulated by the Massachusetts Teachers Association with Lesley College.

The instrument itself is being planned for use in all the parts of the Commonwealth through the Massachusetts Organization of Educational Collaboratives. Thus, a school system has a planning tool in which its own data may be extracted from regional data and compared with both local and state-wide data. Colleges and universities in turn can focus their efforts on providing services based on needs. The analytical processes will also complement the planning processes at the colleges.

The computer analysis developed by Metrics Associates in collaboration with the Merrimack Education Center has proven to be technically supportive and adaptable for expanded use.

The development of the needs assessment program has resulted in information packages in many of these areas of interest. These packages were developed by or commissioned by MEC staff for distribution upon request to educators.

Although the needs assessment package going back to local schools is a valuable result it is equally important to deliver inservice programs against the defined needs. Resources for teaching programs have been made available in two regions--Boston/EDCO/Shore and Northeast/MEC. (See Figure 2)

TRAINING RESOURCES CENTER

The training resources center provides information and materials for teacher training including the special education teacher and the school based teacher educator.

The Center has been publicized to all the communities in Northeastern Massachusetts and to the Regional Education Centers in the State as well as through professional associations, the Association for Supervision and Curriculum Development, and the Council for Exceptional Children.

To fully implement this concept, MEC has developed a model for the inservice coordinator to utilize the needs assessment data in program planning. (See Figure 3)

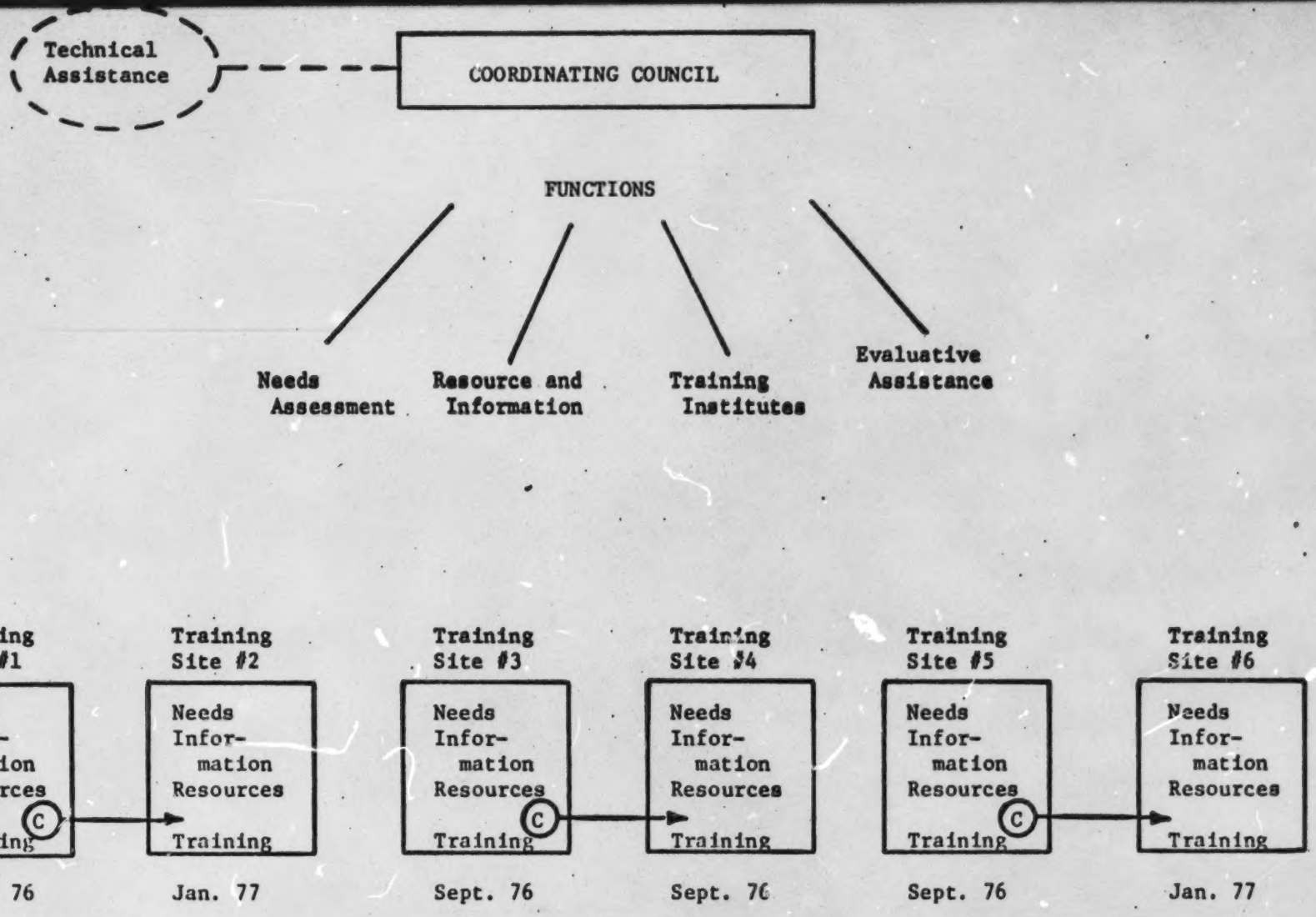
Technical Assistance
COORDINATING COUNCIL
FUNCTIONS
Needs Assessment
Resource and Information
Training Institutes
Evaluative Assistance
Training Site #1
Needs Infor- mation Resources
Training
C
Training Site #2
Needs Infor- mation Resources
Training
Training Site #3
Needs Infor- mation Resources
Training
C
Training Site #4
Needs Infor- mation Resources
Training
Training Site #5
Needs Infor- mation Resources
Training
C
Training Site #6
Needs Infor- mation Resources
Training
Target Dates:
Sept. 76
Jan. 77
Sept. 76
Sept. 76
Sept. 76
Jan. 77
CODE: (C) -- completed resource center (serves two training sites)

FIGURE 3

Suggested functions for the role of the Inservice Coordinator are as follows:

Providing Inservice Education

- Designing inservice training sessions
- Selecting instructors to conduct inservice
- Conducting training institutes for leadership roles in the school district
- Orienting and utilizing specialized consultants
- Scheduling services and technical assistance
- Evaluating the utilization of services

Developing Learning Resources

- Evaluating learning/training materials
- Selecting/producing training institute materials
- Evaluating the utilization of learning resources
- Allocating necessary resources for inservice

Diffusing Successful Innovations

- The inservice coordinator can design a plan for the smooth integration of the entire training program (or selected components thereof) into a larger system, prepare a timetable and assignments, and assure the improvement evidenced in the new program is continued in the system to which it is transferred.
- Given the need for a supporting service, the inservice coordinator can develop a list of sources/resources from which to secure various services, and describe situations and problems requiring training instructors.
- Given a need for specialized "technical" assistance, the inservice coordinator can secure the services of a variety of resource persons and can make arrangements for these individuals (from the talent pool) to contribute their unique expertise to improve staff competencies in specific areas.

MEC staff consulted with the Pittsfield Regional Education Center, the Boston Regional Education Center, with its complement of collaboratives, and the State Colleges at Bridgewater, Boston, Fitchburg, and Pittsfield to utilize results for inservice planning.

Meetings, consultation, and technical assistance were provided to the agencies listed in Figure 4. Figure 5 illustrates the operational model.

FIGURE 4

BOSTON AREA Massachusetts Department of Education Special Education Division	Anne Connolly Resource Project Telephone: 426-9603
Greater Boston Regional Center 54 Rindge Avenue Extension Cambridge, Mass. 02140	Lou Amadio Leslie Leath Telephone: 547-7472
EDCO 186 Hampshire Street Cambridge, Mass. 02139	Jack Green Judy Sandler Telephone: 868-2100
SHORE Collaborative 10 Hall Avenue Medford, Mass. 02155	Hank Owen Telephone: 396-4323
NORTHEAST AREA Northeast Regional Center 1551 Osgood Street North Andover, Mass. 01845	Tom Passios Jim Anderson Frank Bianco Telephone: 687-3351
Merrimack Education Center 101 Mill Road Chelmsford, Mass. 01824	Dick Lavin Jean Sanders Telephone: 256-3985
PITTSFIELD AREA Pittsfield Regional Center 188 South Street Pittsfield, Mass. 01201	Tom White Don Sommer Telephone: 413-499-0745
SOUTHEAST AREA Southeast Regional Center Middleboro, Mass. 02346	Curt Hall Telephone: 947-3240
Contemporary Competitiveness c/o Bridgewater State College	John McGovern Telephone: 697-8321
WORCESTER AREA - To Be Established	
SPRINGFIELD AREA - To Be Established	

In each of the local school districts, four to six teachers were trained as school-based teacher educators or peer enablers. The training institutes were planned and implemented based upon the role model described in Figure 5.

Peer enablers offer programs in conjunction with college faculty. Training modules for competencies are synthesized within the following categories.

- *Awareness workshops and seminars*
- *Credit courses offered to regular class teachers in the project schools*
- *Seminars for administrators, supervisors, and central office personnel*
- *Undergraduate courses for interns, aides, and parents (who may be paraprofessionals or volunteers)*
- *Working in teams, school building staff conduct inservice resource assessments to identify locally available materials and personnel*
- *Modify curriculum which includes the instructional objectives, the instructional plan, and techniques, and a complete schedule of sessions to implement multi-ethnic concepts.*

FIGURE 5

Title of Position: School Based Teacher Educator

JOB DESCRIPTION: This individual will assume responsibility for conducting workshop programs in the local schools within MEC regions. This person also acts as liaison with developers of inservice materials and field agents. The trainer becomes familiar with the teaching needs of each school district assigned. The trainer provides support for principals and teachers in their efforts to introduce innovations into the classroom. The trainer assembles resources and transmits appropriate information to the school personnel; acts as linking agent to strengthen the network; gathers data relative to the progress of implementation and reports data back to the field agents, and project director. The trainer is responsible for coordinating all activities for the training sessions and is assisted by the field agent monitoring the school system. He transforms information into training formats useful to the requestors.

Allocation - %	Duties and Responsibilities (listed in order or importance)
75%	Conducting leadership workshop programs for principals and teachers in special education.
15%	Establishing and strengthening the special education network (working with field agents).
10%	Liaison with developers of inservice materials.

SKILLS: Skills of linkage agent bringing current knowledge and techniques to schools and teachers; needs to be able to diagnose the classroom needs of schools he services and must be able to help principals and teachers adapt knowledge resources for their own needs and purposes. He provides support for principals and teachers in their efforts to introduce innovations into the classrooms.

Consultation to schools and other collaboratives in the State has been continued throughout the year and both Les Bernal and Dick Lavin have reinforced the Training Center Concept through meetings of MOEC (Massachusetts Organization of Educational Collaboratives).

Les Bernal, Dick Lavin, Jean Sanders, and Carol Dolan have provided consultation and technical assistance to all school districts in the Merrimack Valley. These staff members have continued to work with Mr. Jim Anderson of the Northeast Regional Education Center in expanding inservice workshops through the Greater Northeast including Beverly, Lynn, Salem, and other North Shore communities.

Courses offered:	
Fall 1975	*6*
Spring 1976	*8*
Fall 1976	*12*
Spring 1977	*18 (includes workshops)*

A two-day Training Institute was planned by Jean Sanders and Dick Lavin and coordinated by Bill Hassey. Subsequently Carol Dolan was hired to coordinate three additional training sessions to demonstrate appropriate teacher training materials.

PROGRAM	*INDIVIDUALS*	*ITEMS/MATERIALS USED*
Training Institutes 2 Institutes 3 days each	*30*	*60*
Inservice Instructors	*45*	*50*
School Based Teacher Educators	*100*	*100*

RESEARCH AND INFORMATION CENTER

Requests for information about the Resource Center and about how LEAs can participate and how States can start a Center have come from such distant areas as Michigan, California, and Georgia as well as from other training centers in the Commonwealth.

The Research and Information Center has made ERIC searches available to the LEAs, to the College faculty at Fitchburg, to the State Department of Education, to Project PROD, and other training resource centers such as EDCO. Bibliographies and newsletters are distributed at conferences and in response to inquiries from around the country. Three issues of the newsletter were disseminated with the third issue totaling 7,000 printed copies.

TRAINING RESOURCES

Training materials designed across the country were identified and screened for purchase...teacher training resources "designed to lead to the acquisition of an observable, operable skill or set of skills in teaching."

The resource selection is based on speculations to answer the identified needs in the needs assessment survey. As a means of obtaining consensus on acquiring appropriate quality educational products, many products were reviewed by Center staff and consultants.

The training resource center also identities nonproducts; i.e., practices, methods, programs, procedures and techniques statewide which have been described [4] and are available nationally.

A list of appropriate media was developed based on Center experience and consultation with the ALRC in Hightstown, New Jersey. All the materials/resource funds have now been expended, meeting the program conclusion date. A preliminary evaluation of the utilization of these materials, to date, has been made. The results of the data are tentative based on the short time that these materials have been in circulation (only one-half of the year) and user reports and not long-term indicators. The range in response, however, is dramatic. The materials are not even in general circulation yet, since they are restricted to those persons trained as school-based teacher educators. Based on the amount of usage in the past six months, it will be necessary to purchase duplicate copies of some of these materials.

The research and information service center performed approximately 30 searches of the ERIC/CEC files for course instructors, staff development coordinators, and inservice commission members. Approximately 200 bibliographies were distributed from the literature searches.

A series of linking papers on the Resource Training Center Concept has been prepared which includes approximately 20 titles.

A comprehensive index of curriculum documents on special education, Title III proposals on special education, and curriculum from the Association for Supervision and Curriculum Development was prepared and disseminated at ASCD conferences as well as in response to general requests by mail and telephone to receive these materials.

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[4] Products may be defined as materials which are in a transportable, tangible and packaged form. Examples include curriculum materials, staff training materials, guides, models, documented procedures, and packaged programs.

A Compendium of Training Resources and audiovisual materials was prepared by Jean Sanders and Jan Cook. Kathy Adams prepared the Special Education Directory of Materials and Resources for 1977. These items were distributed at all training institutes and workshops as well as in direct response to requests by way of mail and telephone.

Three issues of the Linker Newsletter were prepared by the Information Center and each one contained a series of publications and items that could be requested from the information bank. Several hundred requests were received. Newsletters and bulletins on the growth of the Training Resource Center and the contents of the resource/information bank were well received.

Reports on the activities of a single center should not suggest a rigid format for all such centers. The key to the success associated with Training Resource Centers is controlled by the LEA. In consequence, Center programs vary widely depending upon the definition of need derived by the local inservice commission.

Thus, we regard the development of a Training Support System for education in Massachusetts as involving guidance, coordination, and facilitaion for the developmental process.

SUMMARY

Merrimack Education Center has developed a viable and important method for school systems to provide for the professional training needs of teachers. Using a needs assessment instrument, the Center is able to provide planning data to schools and to institutions of higher educati[illegible] These data are comparative in nature so that a school system may be [illegible] comparison or contrast to regional and even to state-wide inform[illegible]

The instrument has been revised and adapted in order to meet contemporary problem levels. Programs resulting from the process include seminars, workshops and graduate courses given through the cooperation of Fitchburg State College. The process permits customized inservice education and the sharing of resources among school systems.

Increasing wide-scale use attests to the success of the program in four other regions of the State.

APPENDIX A

NEEDS ASSESSMENT INSTRUMENT

THE MERRIMACK EDUCATION CENTER

ANNUAL ASSESSMENT OF NEEDS

The Annual Merrimack Education Center Needs Assessment is being distributed to every educator in the twenty-two communities served by the Center. The results will be utilized to provide planning information in the areas of in-service courses and workshops and for the development of regional material resource centers. Please help by completing this important questionnaire and mark your responses in the spaces provided.

PERSONAL INFORMATION:

A. Please check the box that most accurately describes your present professional responsibility:

1. Central office administrator ☐
2. Central office supervisor or coordinator ☐
3. Secondary school administrator (10-12) ☐
4. Secondary school teacher (10-12) ☐
5. Junior High/Middle school administrator (7-9) ☐
6. Junior High/Middle school teacher (7-9) ☐
7. Elementary school administrator ☐
8. Elementary school teacher ☐
9. Guidance/Counseling services ☐
10. Special Needs
    a) substantially separated ☐
    b) moderately separated ☐

B. Secondary teachers check your field or the closest item to it: (7-12)

1. English ☐
2. Social Studies ☐
3. Mathematics ☐
4. Sciences ☐
5. Occupational/vocational education ☐
6. Physical education ☐
7. Modern Language ☐
8. Other ☐

C. I have been in education:

1. 0-5 years ☐
2. 6-15 years ☐
3. Over 15 years ☐

D. I have been in my present position:

1. 0-5 years ☐
2. 6-15 years ☐
3. Over 15 years ☐

E. Which town do you serve? Please check the appropriate box.

009 Andover ☐
023 Bedford ☐
031 Billerica ☐
051 Carlisle ☐
056 Chelmsford ☐
079 Dracut ☐
115 Groton and Dunstable ☐
149 Lawrence ☐
158 Littleton ☐
162 Lunenburg ☐
181 Methuen ☐
211 North Andover ☐
735 North Middlesex Regional School District ☐
295 Tewksbury ☐
301 Tyngsborough ☐
326 Westford ☐
342 Wilmington ☐
347 Woburn ☐
823 Greater Lawrence Vocational Technical ☐
828 Greater Lowell Vocational Technical ☐
852 Nashoba Valley Vocational Technical ☐
871 Shawsheen Valley Technical High School ☐

The purpose of this section is to gather information that may be utilized to plan and offer in-service courses and workshops for teachers.

Part A:

Instructions:

Are there some things you would like to learn to do more effectively? What are they? Please review the teacher responsibilities listed under A below and indicate the extent to which you have a desire to become more effective in that role by marking a number from 1 (low desire) to 4 (high desire).

	Low			High
1. Diagnosis and Assessment	1	2	3	4
2. Organizing Classrooms for Instruction	1	2	3	4
3. Utilizing Goals and Objectives	1	2	3	4
4. Planning for Instruction	1	2	3	4
5. Building Interpersonal Relationships	1	2	3	4
6. Building communications	1	2	3	4
7. Facilitating and implementing instructional programs	1	2	3	4
8. Monitoring and evaluating learner outcomes	1	2	3	4
9. Working with colleagues and community	1	2	3	4
10. Classroom management	1	2	3	4

Part B:

Instructions:

The teaching responsibilities listed under the preceding Section A are broken down into a number of teaching sub-activities. Please indicate the extent to which you have a desire to become more effective in these specific activities by marking a number from 1 (low desire) to 4 (high desire).

1. DIAGNOSIS AND ASSESSMENT	Low			High
a) Administering and interpreting assessment techniques	1	2	3	4
b) Designing and using teacher-made tests	1	2	3	4
c) Using various conference techniques with students	1	2	3	4
d) Gathering information on individual differences among students such as interests and attitudes	1	2	3	4
e) Utilizing observation and performance testing	1	2	3	4
f) Collecting information about pupil learning styles	1	2	3	4
g) Diagnosing reading problems	1	2	3	4

2. ORGANIZING CLASSROOMS FOR INSTRUCTION				
a) Grouping pupils on the basis of information collected	1	2	3	4
b) Organizing resources and materials for effective instruction	1	2	3	4
c) Planning for classroom management, establishing routines, rules, daily procedures, and orderly operation of classroom	1	2	3	4
d) Handling a wide span (i.e., three years)	1	2	3	4

		Low			High
3.	**UTILIZING GOALS AND OBJECTIVES**				
a)	Identifying goals and objectives appropriate to pupil needs	1	2	3	4
b)	Selecting and stating appropriate objectives for specific pupils and groups of pupils	1	2	3	4
c)	Prescribing materials for individual children based on learning strengths and needs	1	2	3	4
4.	**PLANNING FOR INSTRUCTION**				
a)	Organizing instruction around goals and objectives	1	2	3	4
b)	Daily planning to achieve long-range goals and objectives	1	2	3	4
c)	Sequencing learning activities and experiences	1	2	3	4
d)	Organizing materials so they are easily accessible to the classroom teacher	1	2	3	4
5.	**BUILDING INTERPERSONAL RELATIONSHIPS**				
a)	Building an environment to encourage self-awareness and self-concepts in students	1	2	3	4
b)	Reacting with sensitivity to the needs and feelings of students	1	2	3	4
c)	Understanding how behavioral problems affect teaching of children	1	2	3	4
d)	Motivating students; creating and maintaining students' interest in learning	1	2	3	4
6.	**BUILDING COMMUNICATION**				
a)	Providing clear and explicit directions to students	1	2	3	4
b)	Identifying clues to student misconceptions or confusion	1	2	3	4
c)	Providing for the appropriate use of a variety of communication patterns within the classroom	1	2	3	4
7.	**FACILITATING AND IMPLEMENTING INSTRUCTIONAL PROGRAMS**				
a)	Employing a variety of appropriate instructional strategies and tactics	1	2	3	4
b)	Utilizing a variety of instructional materials and resources	1	2	3	4
c)	Planning activities with children and youth	1	2	3	4
d)	Using appropriate questioning techniques	1	2	3	4
e)	Selecting or modifying materials for instructional programs	1	2	3	4
8.	**MONITORING AND EVALUATING LEARNER OUTCOMES**				
a)	Utilizing evaluative instruments to measure the accomplishment of individual objectives	1	2	3	4
b)	Maintaining pupil profile records	1	2	3	4
9.	**WORKING WITH COLLEAGUES AND COMMUNITY**				
a)	Interacting and communicating effectively with parents and community	1	2	3	4
b)	Working collaboratively with colleagues	1	2	3	4
c)	Developing better working relationships between special service personnel (e.g., speech therapist, psychologist, etc.) and classroom teachers	1	2	3	4
10.	**CLASSROOM MANAGEMENT**				
a)	Developing appropriate techniques for management of pupil behavior	1	2	3	4
b)	Maintaining pupil profile records	1	2	3	4

SECTION II.

The purpose of this section is to gather information that may be utilized to plan and establish instructional resource centers for teachers.

Part A:

Instructions:

What kind of resources do you need to help you become as effective as you would like to be? Following are listed categories of resources. Indicate the extent to which you desire to acquire the use of these resources by marking a number from 1 (low desire) to 4 (high desire). If you already have access to the resource listed, indicate that by marking the "0" in the response column.

		Desire for accessibility				
1.	Printed materials (textbooks, manuals, directories, workbooks)	0	1	2	3	4
2.	Printed materials—high interest, low vocabulary books	0	1	2	3	4
3.	Films and tapes (films, filmstrips, slides, tapes, videotapes)	0	1	2	3	4
4.	Instructional systems (i.e. Individualized Mathematics Systems)	0	1	2	3	4
5.	Equipment (projector, recorders)	0	1	2	3	4
6.	Games, simulations	0	1	2	3	4
7.	Manipulative materials	0	1	2	3	4
8.	Information resources (bibliographies, abstracts, curriculum guides, newsletters, bulletins)	0	1	2	3	4
9.	Consultant services	0	1	2	3	4
10.	Educational Journals	0	1	2	3	4
11.	ERIC documents in microfiche or hardcopy	0	1	2	3	4
12.	Supplies/catalogues	0	1	2	3	4
13.	Reading Development materials	0	1	2	3	4
14.	Talking books for the blind	0	1	2	3	4
15.	Captioned films for the deaf	0	1	2	3	4

COMMENTS:

All Rights Reserved

APPENDIX B

STAFF DEVELOPMENT COURSE EXAMPLES

THE BASIC COURSE IN MANUAL COMMUNICATION

The Basic Course in Manual Communication is designed to give the student a working knowledge of the American One-Hand Manual Alphabet and the language of Signs, commonly referred to as "Fingerspelling and signing". The combined use of signing and fingerspelling is manual communication.

Successful completion of the Basic Course in Manual Communication means the student has learned and demonstrated the ability to communicate with deaf people in manual English. He/she receives a certificate to this effect and is eligible for the Intermediate Course in Manual Communication.

IMPROVING GUIDANCE AT THE SECONDARY LEVEL

A Career Guidance Implementation package will be developed by each participant. Each participant with the help of the class will select an area or goal to be implemented in a Guidance Program. Objectives and activities will be defined and an evaluation will be recommended. The package will be a process manual to implement a guidance goal in any Secondary School. Discussions will be centered on establishing a goal, defining objectives, determining activities and finally evaluating outcomes. Each participant will be responsible for the development of at least one package and each member of the class will receive an implementation package from every member of the class.

SECONDARY SPECIAL EDUCATION MODELS
(Secondary Teachers and Administrators)

Meeting affective and cognitive needs through academic content areas will be featured. Participants will become familiar with group process and how to establish a cooperative atmosphere for learning. Participants learn to foster pupil participation in the planning of activities which meet their needs in the curriculum areas. Content includes: vocabulary development, levels of language and reading comprehension, skills required in the content areas, organization and study skills for secondary students.

CLASSROOM MANAGEMENT
(Elementary School Teachers)

This course has been designed to assist teachers to analyze classroom behavior and to develop programs designed to bring about more desirable behavior. Emphasis will be placed on approaches that may be used to improve the relationships between the teacher and students. The teachers will apply behavioral techniques to classroom management. This behavioral approach to learning is a practical course for elementary school teachers and administrators.

THE TEACHER'S ROLE IN THE CORE EVALUATION PROCESS*
(Teachers K-8)

This course will train individuals to discuss the special needs child in behavioral terms, evaluate available data and develop specific educational prescriptions.

An instructional programming approach utilizing educational objectives, assessment procedures, and a resource guide that lists educational materials for individualized programs is demonstrated for children with learning disabilities, and for children who have other educational handicaps or broad developmental lags.

*Registration fee for ME 953 will be $110.00 (graduate credit) and $90.00 (in-service credit). This includes a *Resource Guide* for each participant.

MAINSTREAMING — Concepts and Strategies

To provide the teacher with the management skills necessary for effectively operating a classroom environment to "mainstream" the moderately/mildly handicapped child. One of the proven models for training teachers and administrators in the integration of children with special needs in a regular classroom is the "Lexington Teacher Training Project". Videotapes and booklets developed for the Lexington project will be utilized in will be used in the development of instructional processes and strategies for the remediation and compensation of special learning problems. Topics include: handwriting, reading and learning styles, assessment and diagnosis, developing childrens language, and coordination of learning resources.

- MANAGING INDIVIDUALIZED INSTRUCTION (Teachers K-8)

How to manage individualized instruction, application of principles of individualized instruction and motivating pupils through pupil/teacher conferences, small group learning, and peer tutoring.

Focus on the development of skills needed to organize a learning environment that is responsive to the diverse needs and styles of its learners. The training experience is designed to help participants understand the rationale for using a multiple activity learning program as well as to develop the practical skills to design, implement, and revise such a program.

IMPLEMENTING THE RESOURCE ROOM

The resource room setting is an appropriate alternative to facilitate mainstreaming. Participants relate the curriculum and instruction, grouping modes, individualizing and mainstreaming. Plans are modeled for (a) designing instructional sequences, (b) determining resource selection, (c) making choices and selecting alternatives. Participants learn how to implement a resource room to serve both handicapped and more "typical" children.

- INTERVENTION TECHNIQUES FOR HIGH SCHOOL YOUTH WITH SPECIAL NEEDS

PURPOSE: This course is designed to assist high school faculty in providing more effective educational services to students with learning and/or behavioral problems. Classes will include presentations of particular student cases (anonymous) with specific strategies being discussed. It is intended that each class participant select 1-3 students with which to work.

The intent is to design an effective support system for each student identified. The instructor will assist the participants in developing specific techniques for increasing more responsible behaviors and learning with each student.

MOTIVATING STUDENTS TO READ -- Course Topics:

General Principles of Motivation
Four Procedures for Motivating Students
- Encouraging Independent Reading
- Goal Setting in Content Areas
- Older Children Tutoring Younger Children
- Self-Directed Behaviors

Simulations (Practice Confereaces)
Basic Theories of Motivation (relationship of interest, values, attitudes, and self-concept)

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

FEDERAL ASSISTANCE FOR THE EDUCATION OF HANDICAPPED CHILDREN UNDER P.L. 89-313, AMENDMENT TO TITLE I, ESEA; AND PARTS B, C, AND G, EHA

FORM APPROVED
O.M.B. NO. 51-R0803

PART I - PROJECT APPROVAL, STATISTICAL DATA AND ABSTRACT

1. STATE EDUCATIONAL AGENCY ACTION (To be completed by State educational agency)

STATE CODE (A)	STATE PROJECT NUMBER (B)	SEA CLASS (C)	DATE APPROVED (D) Month	Day	Year	AMOUNT APPROVED (E)	ALLOCATED FROM FEDERAL FY (F)
A						$	19

2. MAINTENANCE OF FISCAL EFFORT

SECOND PRECEDING FISCAL YEAR (A)	FIRST PRECEDING FISCAL YEAR (B)
$	$

3. APPLICANT AGENCY

BC

(a) NAME OF ADMINISTRATOR (Last, first, middle initial): Richard J. Lavin, Executive Director

(b) NAME OF AGENCY: Merrimack Education Center

(c) NUMBER AND STREET: 101 Mill Road

(d) CITY: Chelmsford | (e) STATE: Mass. | (f) ZIP CODE: 01824

(g) COUNTY: Middlesex

TELEPHONE: (h) AREA CODE: 617 | (i) NUMBER: 256-3985 | (j) EXTENSION: 14

(k) CONGRESSIONAL DISTRICT NUMBER: 5th

4. PROJECT DIRECTOR

(a) NAME OF DIRECTOR (Last, first, middle initial): Richard J. Lavin, Ed. D.

(b) NAME OF SCHOOL OR BUSINESS: Merrimack Education Center

(c) NUMBER AND STREET: 101 Mill Road

(d) CITY: Chelmsford, | (e) STATE: Mass. | (f) ZIP CODE: 01824

(g) COUNTY: Middlesex

TELEPHONE: (h) AREA CODE: 617 | (i) NUMBER: 256-3985 | (j) EXTENSION: 14

5. PROJECT DURATION

	Month	Day	Year
(a) FROM	10	1	76
(b) TO	9	30	77

D 6. TITLE OF PROJECT (Limit to 50 characters, including punctuation and spaces)
Training Center Complex for Massachusetts

E

7. LEGISLATIVE FUNDING AUTHORITY	CHECK ONE
(a) P.L. 89-313	
(b) PART B, EHA	X
(c) PART C, EHA - D-B	
(d) PART C, EHA - ECE	
(e) PART G, EHA	
(f) OTHER (Specify)	

8. OTHER FUNDING SOURCES	
(a) Local	$
(b) State	59,455.00
(c) Other Federal title (Specify)	
(1)	
(2)	
(3)	
(d) Other	
(e) TOTAL	$ 59,455.00

9. TYPE OF FORM	CHECK ONE
(a) Application	XX
(b) Application Amendment	
(c) Report	
(d) Report Amendment	

F 10. (a) SIGNATURE OF AUTHORIZED OFFICIAL

(b) DATE: June 30, 1976

11. OE USE ONLY	
School District Code	
Vendor Code	

OE FORM 9025, 1/72 REPLACES OE FORM 9025, 12/70, WHICH IS OBSOLETE

12. PROJECT EXPENDITURES

(APPLICATION - Give estimated dollar amount of Federal funds required. REPORT - Give actual expenditures and unliquidated obligations.)

A. BY EXPENDITURE ACCOUNTS (See OE Handbook II)	SALARIES (a)	CONTRACTED SERVICES & OTHER EXPENDITURES (b)	TOTAL AMOUNT (c)
ABCD (1) Administration (100)	$ 19,800.00	$	$ 19,800.00
(2) Instruction (200)		25,205.00	25,205.00
(3) Attendance Services (300)		see breakdown	
(4) Health Services (400)			
(5) Pupil Transportation (500)			
(6) Operation of Plant (600)			
(7) Maintenance of Plant (700)			
(8) Fixed Charges (800)		5,405.00	5,405.00
(9) Food Services (900)			
(10) Student Body Activities (1000)			
(11) Community Services (1100)			
(12) SUB-TOTAL (100 thru 1100)	$	$	$ 59,455.00
(13) Sites (1210)			
(14) Buildings (1220A and B)			
(15) Remodeling (1220C)			
(16) Equipment for Instruction (1230C)			
(17) Other Equipment (1230 except C)			
(18) CAPITAL OUTLAY (1200 series) SUBTOTAL			$
(19) GRAND TOTAL (Sum of both sub-totals)			$ 59,455.00

B. BY TYPE OF HANDICAPPED CHILDREN BENEFITING	AMOUNTS (d)
(1) Trainable Mentally Retarded	$
(2) Educable Mentally Retarded	
(3) Learning Disabled	
(4) Emotionally Disturbed	
(5) Other Health Impaired	
(6) Crippled	
(7) Visually Handicapped	
(8) Deaf-blind	
(9) Deaf	
(10) Hard of Hearing	
(11) Speech Impaired	
(12) TOTAL HANDICAPPED	$
C. BY SPECIAL CATEGORIES	
(1) Preschool Project Activities	$
(2) Voc-ed Project Activities	
(3) Inner City Project Activities	
(4) Minority Group Project Activities	
(5) Inservice Training of Staff	
(6) Parent Services	

13. PROJECT PARTICIPANTS

A. CHILDREN RECEIVING SERVICES

	TYPE OF HANDICAPPED CHILDREN SERVED	NUMBER OF CHILDREN SERVED							TOTAL SCHOOL DAYS
		0-2 YEARS (a)	3-5 YEARS (b)	6-9 YEARS (c)	10-12 YEARS (d)	13-18 YEARS (e)	19 AND OVER (f)	TOTAL (g)	(h)
A	(1) Trainable Mentally Retarded								
B	(2) Educable Mentally Retarded								
C	(3) Learning Disabled								
D	(4) Emotionally Disturbed								
E	(5) Other Health Impaired								
F	(6) Crippled								
G	(7) Visually Handicapped								
H	(8) Deaf-blind								
I	(9) Deaf								
J	(10) Hard of Hearing								
K	(11) Speech Impaired								
L	(12) TOTAL								

B. PROJECT PERSONNEL PAID FROM FEDERAL PROJECT FUNDS

	NUMBER OF PERSONNEL PAID				MAN WEEKS PURCHASED
	TEACHERS (i)	TEACH. AIDES (j)	OTHER PERS. (k)	TOTAL PERS. (l)	(m)
A					
B					
C					
D					
E					
F					
G					
H					
I					
J					
K					
L					

C. PERSONNEL RECEIVING INSERVICE TRAINING FROM FEDERAL PROJECT FUNDS

	NUMBER OF PERSONNEL TRAINED				CLOCK HOURS PROVIDED
	TEACHERS (n)	TEACH. AIDES (o)	OTHER PERS. (p)	TOTAL PERS. (q)	(r)
A					
B	500	(3)	50		16,500
C	(estimated)				
D					
E					
F					
G					
H					
I					
J					
K					
L					
M	500	(3)	50		16,500

D. CHILDREN RECEIVING SERVICES BY DEMOGRAPHIC AREA

	NUMBER (s)
(1) From inner city areas	
(2) From other urban areas *(over 50,000)*	
(3) From rural areas *(under 2,500)*	
(4) From other demographic areas *(From 2,500 to 50,000)*	
(5) TOTAL *(Lines D. (1)-(4))*	

E. MISCELLANEOUS INFORMATION

	(t)		(u)
(1) Children participating in preschool activity in this project		(6) Number of American Indian children involved in this project	
(2) Students participating in voc-ed activity in this project		(7) Number of Negro children involved in this project	
(3) Multihandicapped children for whom components of this project were especially designed		(8) Number of Oriental children involved in this project	
(4) Children enrolled in nonpublic schools		(9) Number of Spanish surnamed children involved in this project	
(5) Additional children receiving only incidental services *(not previously reported in this form)*		(10) Number of parents receiving direct services through project funds	
		(11) Number of non-paid volunteers participating in this project	

14. ABSTRACT *(Limit to the number of lines and space provided)*

A B C D E OBJECTIVES

(1) To assist the six regional Training Centers with the systematic identification of teacher perceived needs.

(2) To conduct three Training Institutes during the school year for trainers of teachers and Training Center staff.

(3) To maintain a resource linkage system and a training resource bank and create a State-access system.

(4) To review the effectiveness of the Training Centers through demonstrated expertise in offering inservice instruction and information devices.

F G H I J K L ACTIVITIES

ACTIVITIES: (a) analyze needs assessment and prepare interpretive reports; (b) review program audits and compare with the "self-perceived" needs assessment data; (c) offer awareness/overview sessions for all participating districts; (d) conduct 3 training institutes to train instructors to teach inservice courses; (e) maintain information/resource bank and provide State-access catalogs; (f) establish professional information center; (g) conduct SDI services for all instructors and staffs of Training Centers; (h) serve as clearinghouse to disseminate user training materials; (i) provide user services organized through newsletter formats, brochures, adopter's guides, etc.

M N O P Q EVALUATIONS

DESCRIPTORS *(Enter the number only of terms selected from ASIS Retrieval Terms Directory. See Instructions)*

NUMBER

R

GSA DC 72-8497

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

FEDERAL ASSISTANCE FOR THE EDUCATION OF HANDICAPPED CHILDREN, UNDER P.L. 89-313, AMENDMENT TO TITLE I, AND PART B, EHA

APPLICATION, AMENDMENT, AND REPORT

FORM APPROVED
O.M.B. NO. 51-R0803

STATE
Massachusetts

STATE PROJECT NUMBER

PART II - PROJECT INFORMATION, STATEMENT OF ASSURANCES, COOPERATIVE AGENCY AGREEMENT

SECTION A - RELATION OF PROPOSED PROJECT TO APPLICANT'S SPECIAL EDUCATION PROGRAM

1. Gaps or Weaknesses. Indicate the major gaps or weaknesses in your overall special education program.

2. Elimination of Gaps or Weaknesses. Explain how this project will help to eliminate or ameliorate these gaps or weaknesses.

3. Coordination. Identify all agencies which have been consulted concerning the coordination of services provided under their programs with services to be provided under this project. Describe any special arrangements that have been made to coordinate the services to be provided by those agencies with the services proposed under this project.

4. Dissemination. Describe methods by which information concerning this project will be disseminated.

SECTION B - DESCRIPTION OF PROJECT OBJECTIVES, ACTIVITIES, AND EVALUATION

Each objective listed in this section of the application should be specific enough to indicate the type of activity needed to achieve it. A long range program may have GENERAL objectives in broad categories, such as Remedial Instruction, Reading, Health, and Recreation, Social and Cultural Development, Vocational Training, Food Services, and others; however, a Federal project must have SPECIFIC objectives which are attainable through educational activities and by providing necessary services to designated children.

1. Statement of each major project objective.

2. Designation of pupils to whom the objective is applicable.

a. Criteria to be used in selecting children to participate.

b. Number of children.

3. Description of activities to accomplish this objective. Include staff assignments to accomplish activities, number of children in each activity, school facilities, equipment, and materials to be used, specific resources, methods and procedures to be employed in carrying out activity, and special arrangements for participation of parents and inservice training of staff.

4. Criteria for Evaluation. Specific evaluation procedures, which are appropriate to the services to be provided and consistent with this objective. *(Describe the pre, during, and post evaluation methods and instruments to be used, and identify the personnel and other resources to be employed in the evaluation of your project.)*

5. Justification. Give justification for any capital outlay *(construction or equipment)* included in the project budget.

SECTION C - STATEMENT OF ASSURANCES

1. THE APPLICANT HEREBY ASSURES THE CHIEF STATE SCHOOL OFFICER THAT:

a. The control of funds provided under this Title, and title to property derived therefrom, shall be in a public agency for the uses and purposes provided in this Title, and that a public agency will administer such property and funds and apply them only for the purposes for which they are granted.

b. The applicant will make a project report within 30 days after termination of the project or, in the case of a multi-year project, within 30 days of the termination of the fiscal year from which this phase of the project is funded, and such other reports to the State educational agency *(in the case of Public Law 89-313, through the supervising State agency to the State educational agency)*, in such form and containing such information, as may be necessary to enable the State educational agency to perform its duties under this Title, including information relating to the educational achievement of students participating in programs carried out under this Title. The applicant will keep such records and afford such access thereto as the State educational agency may find necessary to assure the correctness and verification of such reports.

c. Check *(1)* or *(2)*, not both:

(1) [XX] The Assurance of Compliance *(Form HEW 441)* previously filed with the U.S. Office of Education applies to this application.

(2) [ ] The activities conducted under this project during the regular school activities will be carried out in accordance with the applicable current court order or desegregation plan filed with the U.S. Office of Education *(including modifications filed on Form HEW 441B)*, and all other activities will be carried out on a non-discriminatory basis in accordance with the Regulation of the Department *(45 CPR 80.3)*.

d. The amounts of non-Federal funds expended for schools operated or supported by this agency will be maintained at the same level as they would have been maintained if no projects had been approved for these schools.

e. In the case of construction required for the operation of the project--

(1) The applicant will, prior to starting the construction or letting any bids, submit to the State educational agency all building plans and specifications for approval, and will award the construction contract within a reasonable period of time, which date shall in no event be later than June 30 of the following fiscal year.

(Continued on reverse.)

(2) The rates of pay for laborers and mechanics engaged in the construction will be not less than the prevailing local wage rates for similar work as determined in accordance with Public Law Number 403 of the 74th Congress, approved August 30, 1935, as amended, under standards, regulations, and procedures prescribed by the Secretary of Labor; and

(3) The applicant will comply with the rules, regulations, and relevant orders of the Secretary of Labor issued pursuant to Executive Order 11246 of September 24, 1965, in connection with any contract for construction for which it received Federal assistance under Part B, EHA.

(4) All contracts for construction shall be awarded to the lowest qualified bidder on the basis of open competitive bidding except where one or more items of construction are covered by an established alternate procedure, consistent with State and local laws and regulations, which is approved by the State educational agency as designed to assure construction in an economical manner consistent with sound business practice.

NOTE: THE FOLLOWING ITEMS (f, g, and h) APPLY TO PART B, EHA PROJECTS ONLY.

f. In the case of local education agencies, the applicant assures that:

(1) This program or project has been developed in coordination with other public and nonpublic programs for the education of handicapped children, or for similar purposes in the areas served by the local education agency, and

(2) It will, in the conduct of this program or project, coordinate its activities under the State plan with such other programs.

g. To the extent consistent with the number and location of handicapped children in the area served by the applicant agency who are enrolled in nonpublic elementary and secondary schools, provision has been made for participation by such children in programs and projects.

h. Activities and services funded under Part B, EHA are provided for handicapped children other than (1) those in schools operated by a State agency which is directly responsible for providing their free public education, and (2) those handicapped children who are in other schools for whom a State agency is directly responsible.

CERTIFICATION

I CERTIFY that, to the best of my knowledge, the information contained in this application is correct and complete and that the applicant Agency named in Part I has authorized me, as its representative, to give the above assurances and to file this application.

TYPED NAME OF AUTHORIZED REPRESENTATIVE	SIGNATURE OF AUTHORIZED REPRESENTATIVE	DATE
Richard J. Lavin, Ed. D.	Richard J. Lavin	6/30/76

PART II – PROJECT INFORMATION, STATEMENT OF ASSURANCES, COOPERATIVE AGENCY AGREEMENT (Continued)	STATE	STATE PROJECT NUMBER
	Mass.	

SECTION D – COOPERATIVE AGENCY AGREEMENT

Each of the undersigned certifies that, to the best of his knowledge, the information contained in the application is correct and complete, that the agency which he represents has authorized him to file this application. The participating agency named below has been designated as the administrative and fiscal agent for this project. All participating agencies have entered into an agreement concerning the final disposition of equipment, facilities, and materials purchased for this project with Federal funds.

1. CERTIFICATION OF AGENCY DESIGNATED ADMINISTRATIVE AND FISCAL AGENT FOR THIS PROJECT

A. LEGAL NAME OF AGENCY (State or local)	B. NAME AND TITLE OF AUTHORIZED REPRESENTATIVE
Merrimack Education Center	Richard J. Lavin, Executive Director
C. ADDRESS (Number, street, city or town)	D. SIGNATURE
101 Mill Road , Chelmsford	Richard J. Lavin

E. STATE	F. ZIP CODE	G. TELEPHONE			H. DATE SIGNED
		AREA CODE	NUMBER	EXTENSION	
Massachusetts	01824	617	256-3985	14	6/30/76

I. NUMBER OF HANDICAPPED CHILDREN PARTICIPATING IN THIS PROJECT	J. SOURCE OF FUNDS	K. AMOUNT OF FUNDS AUTHORIZED	L. AMOUNT OF FUNDS EXPENDED
		$	$

2. CERTIFICATION OF COOPERATING AGENCIES

(1) A. LEGAL NAME OF AGENCY (State or local)	B. NAME AND TITLE OF AUTHORIZED REPRESENTATIVE
C. ADDRESS (Number, street, city or town)	D. SIGNATURE

E. STATE	F. ZIP CODE	G. TELEPHONE			H. DATE SIGNED
		AREA CODE	NUMBER	EXTENSION	

I. NUMBER OF HANDICAPPED CHILDREN PARTICIPATING IN THIS PROJECT	J. SOURCE OF FUNDS	K. AMOUNT OF FUNDS AUTHORIZED	L. AMOUNT OF FUNDS EXPENDED
		$	$

(2) A. LEGAL NAME OF AGENCY (State or local)	B. NAME AND TITLE OF AUTHORIZED REPRESENTATIVE
C. ADDRESS (Number, street, city or town)	D. SIGNATURE

E. STATE	F. ZIP CODE	G. TELEPHONE			H. DATE SIGNED
		AREA CODE	NUMBER	EXTENSION	

I. NUMBER OF HANDICAPPED CHILDREN PARTICIPATING IN THIS PROJECT	J. SOURCE OF FUNDS	K. AMOUNT OF FUNDS AUTHORIZED	L. AMOUNT OF FUNDS EXPENDED
		$	$

(3) A. LEGAL NAME OF AGENCY (State or local)	B. NAME AND TITLE OF AUTHORIZED REPRESENTATIVE
C. ADDRESS (Number, street, city or town)	D. SIGNATURE

E. STATE	F. ZIP CODE	G. TELEPHONE			H. DATE SIGNED
		AREA CODE	NUMBER	EXTENSION	

I. NUMBER OF HANDICAPPED CHILDREN PARTICIPATING IN THIS PROJECT	J. SOURCE OF FUNDS	K. AMOUNT OF FUNDS AUTHORIZED	L. AMOUNT OF FUNDS EXPENDED
		$	$

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ON

INSERVICE EDUCATION
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ED 026 290 Connecticut University Storrs., of Education. "A Model Program For Improving The Education of Preservice And Inservice Teachers of Elementary, Secondary And Exceptional Children In Metropolitan Areas: Interim Report." October 1968. Connecticut University Storrs., School of Education. 30p. [MF-76¢;HC-$1.95].

ED 069 602 E. Schuttenberg, and R. Lavin. "An Innovative Approach to Public School Staff Development." September 1972.

ED 094 729 Lavin, R. "Establishing Effective Linkages at the Local Education Agency Level."Presented at the American Educational Research Association Annual Meeting (Chicago, Illinois, April, 1972.)

ED 094 728 Lavin, R., with Mary C. Havelock and Ronald G. Havelock. "Project LINKER. Case Study of the Merrimack Education Center. Local Information Network of Knowledge for Educational Renewal."

ED 112 838 Rothenberg, Donna. "Continuing Professional Education: Status, Trends, and Issues Related to Electronic Delivery." August 1975. Washington University, St. Louis, Missouri. Center for Development Technology. 75p. [MF-76¢;HC-$3.32].

ED 099 568 Colorado State University. "The Cooperative Extension Service: A Nationwide Knowledge System for Today's Problems". July 1974. Colorado State University, Ft. Collins. Cooperative Extension Service. 26p. [MF-76¢;HC-$1.95].

ED 057 296 Valley, John R. "An Inventory of External Degree Programs and Proposals (and) A Supplement to an Inventory of External Degree Programs and Proposals." 1971. Educational Testing Service, Princeton, New Jersey. 52p. [MF-76¢;HC-$3.32].

ED 046 868 Cooke, W.R. "Mercer County Teacher Education Center." May 1971. Mercer County Schools, Princeton, West Virginia. 30p. [MF-76¢; HC-$1.95].

ED 039 292 Young, William C. "Project Unique (United Now For Integrated Quality Urban-Suburban Education)." September 1969. Rochester City School District, New York. 86p. [MF-76¢;HC-EDNA]. Available From Rochester House of Printing, Rochester, New York, ($1.35)

ED 038 371 Berger, Gertrude. "Dimensions of Field Work in Teacher Education: A Demonstration Study." 1969. City University of New York, New York; Brooklyn College. 18p. [MF-76¢;HC-EDNA].

ED 035 603 Schalock, N. Del. "A Guide to a Competency-Based." Field-Centered Systems Approach to Elementary Teacher Education." 1969. American Association of Colleges for Teacher Education. Washington, D.C. ERIC Clearinghouse on Teacher Education, Washington, D.C. 38p. [MF-76¢;HC-$1.95].

ED 036 496 Burdin, Joel, L. "Information Capabilities Needed in School Personnel Preparation." 1969. Michigan State University, East Lansing. 34p. [MF-76¢;HC-$1.95].

APPENDIX - I

BASIC COLLECTION

Purchased for MEC/NORTHEAST
and EDCO/SHORE/GREATER BOSTON REGIONAL

1976-1977 TO BE PURCHASED for two additional Centers

APPROVED ITEM	APPROVED & EXPENDED	Sub-TOTAL	APPROVED & ENCUMBERED	TOTAL
1. Gaming simulation materials and exercises (Resource room; access center, etc.) Fabricated by F. W. Dixon, Co. to Dr. Lavin's specifications. Six educational game kits.	Reference Number ME 753514 #7729 6 @ $600	$3,600.00	12 @ $400.00	$8,400.00
2. Individually Guided Motivation (and Independent Reading Skills) University of Wisconsin	#486 Invoice 1 @ $440.00	$440.00	4 @ $440.00	$2,200.00
3. Wisconsin Design for Reading Skill Development (preschool Program; pre-reading skills and instructional system)	#082819 4 @ $500.00	$2,000.00		$2,000.00
4. BKR - Curriculum For Basic Skills Miami, Florida (Bannatyne, et. al.)	#8047 1 @ $41.50	$ 41.50	3 @ $41.50	$ 166.00
5. Parent Toy Library (Nimnicht Reinforcement Program; General Learning Corporation)			4 @ $100.00	$ 400.00
6. Behavior Resource Guide (Cawley, Mann & Suiter; University of Connecticut; Educational Sciences , Inc.)	8 @ $25.00 #84714 #7734/168	$200.00		$ 200.00
7. Michigan Preschool Program for the Handicapped (Escanaba, Michigan) Delta School Craft/Adapt Press	1 @ $35.00 Manual @ 5.20 # III-439/7846	$ 40.20	6 @ 40.20	$ 321.20
8. Career Education for Exceptional Children (CEC) 5 cassettes			4 @ $50.00	$ 200.00
9. Manipulatives and Activities Resource Guide (Zweig)			4 @ $11.50	$ 46.00
10. Individually Guided Reading An Inservice Training Program (Sears/ University of Wisconsin; Addison Wesley) Objectives Based Reading Instruction; Assessing Children's Reading Skills and Managing program	1 @ $101.50		3 @ 101.50	$ 406.00

APPROVED ITEM	APPROVED & EXPENDED	APPROVED & ENCUMBERED	Total
	Reference Number		
11. Systems Fore		8 @ $25.00	$ 200.00
12. Portable Resource Kit for Pre-Academic Learning Skills Peotone, Illinois	#7701 1 @ $7.50	1 @ $7.50	$ 15.00
13. Kindergarten Screening Manual and Developmental Materials for Learning Centers	#7701 "	Included above	----------
14. Child Development Centers Lexington, Ky. Innovative, Inexpensive, Instructional Teaching Materials	#7765 $4.00	3 @ $4.00	$ 12.00
15. Workshop I and Workshop II Southeast Metropolitan Board of Cooperative Services Denver, Colorado	#74-139 $24.00	3 @ $24.00	$ 98.00

The TARC ASSESSMENT SYSTEM -
H&H Enterprises, Inc. P.O. Box 3342

Lawrence, Kansas 66044

Provides a short-form behavioral assessment of the

capabilities of retarded (developmental disabilities) or otherwise severely handicapped children on a number of different skills: self-help; motor; communication; social skills. Pre-academic skill development is measured as well as both receptive and expressive language (and comprehension) skills.

Individualized Reading: A Guide for Teaching Word Analysis Skills. by Marjorie Crutchfield
Gramercy Press, P.O. Box 77632
Los Angeles, California 90007

Presents scope and sequence of phonetic and structural analysis (i.e., word attack skills) as well as information on diagnosis and evaluation (through the third reader level.)

Bannatyne System: Early Screening and Diagnostic Tests Phase One.
Learning Systems Press
P.O. Box 2999
Lafayette, Louisiana 70501

RESEARCH edition for screening and diagnostic purposes. Evaluates the following skills: symbol to sound -- phonemes; tactile finger sensing; pictorial mistakes tests (similar to Detroit pictorial absurdities only more concrete); sound blending test (similar to ITPA subtest); coding sped speed test (similar to WISC coding.) ; symbol to sound (words); and examiner's checklist with a parent questionnaire included.

EARLY CHILDHOOD ASSESSMENT : A criterion Referenced Screening Device. Cooperative Educational Service Agency 13.
Waupun, Wisconsin 53963
Designed to locate child along a developmental curriculum sequence. Each child is placed somewhere along the sequential program and teaching then begins at that particular level. Analyzes skills according to learning processes (auditory, visual, motor, verbal) and level (reflexive, integrative, etc.)

INDIVIDUALIZATION: A Prescription Guide for Learning Centers in Early Childhood Education.
Cooperative Education Service Agency No. 13
Waupun, Wisconsin 53963
Provides the teacher with activities designed to motivate and instruct the child in the objectives of the program. Organized into levels of development (Motor -Sensory; Sensory Tracking; Motor Spatial Awareness; Representational; Integration; Imagery-Memory Sequencing; Symbolic.) Activities are selected on the basis of the EARLY CHILDHOOD ASSESSMENT.

DATA BASED CLASSROOM - for the Moderately and Severely Handicapped. by Bud Fredericks, et. al. Instructional Development corporation, P.O. Box 361, Monmouth, Oregon 97361
Describes the details of a model classroom, and the curriculum utilized in this Model program (Teaching Research Curriculum.)

Learning Centers: Children Alive
South Carolina State Department of Education. Columbia, South Carolina. 1973.
Prepared to provide practical suggestions on the what, why, who and how of learning centers for teachers to utilize more effective learning strategies.

KINDERGARTEN TEACHER"S HANDBOOK.
Meyers, et. al. Gramercy Press, P.O. Box 77632
Los Angeles, California 90007
Chapters cover Assessment, testing instructions, kindergarten testing procedures, prescriptive teaching, logical thinking, and behavior management in the classroom.

me-School Communications (continued)

Families Play to Grow
Families learn and play together. The Kennedy center has compiled a physical education program designed for families to learn through playing together. Reinforcement is provided by way of charts and progress reports. Kennedy Center, 1701 K Street , Northwest, Suite 205, Washington, D.C. 20006.

Creative Play Equipment from Pandora's Box, Region VIII RESA Curriculum Improvement Center, Early Childhood Education, 615 West King Street, Martinsburg, West Virginia 25401

A handbook of suggestions for parents, baby-sitters, and teachers on the creative use of materials found within the home environment to provide vital learning experiences for young children. Drawings and simple instructions tell how to make and use the materials.

Parent/Child Toy Lending Library, General Learning Corporation, Box PR, 250 James Street, Morristown, N.J. 07960 $62 per set.

A set of eight basic toys which stimulate a variety of learning skills and can be used at several levels of difficulty -- suitable for the home, nursery schools or day care centers.

Stimulation Activities Guide for Children from Birth to 5 Years, JFK Child Development Center, University of Colorado Medical Center, 4200 East Ninth Avenue, Denver, Colorado 80220 $1.50

Ways to Help Babies Grow and Learn: Activities for Infant Education by Leslie Segner and Charlotte Patterson, JFK Child Development Center, University of Colorado Medical Center, 4200 East Ninth Avenue, Denver, Colorado 80220 $3.70

Learn and Earn Together.
PACT is designed to help parents obtain important information about the development of young children. The Learn and Earn Book is an easy reference to see different kinds of toys for different age groups. Toys and educational materials are for children ranging from birth to age 6. Available from: Southeast Mental Health and Retardation Center. 700 First Avenue South , Fargo, North Dakota 58102. $1.50

Classroom Techniques

Meyer Children's Rehabilitation Institute Teaching Program for Young Children, Manuals 1, 2, and 3; University of Nebraska Medical Center, Omaha, Nebraska; Handicapped Children in Head Start Series, published by The Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091

Manual 1 is a Skills Sequence Checklist and provides teachers with a very helpful and practical assessment instrument which can be utilized in planning prescriptive teaching activities for young children with developmental disabilities. It also provides a method of evaluating each child's progress and presents total program objectives for the developmentally-disabled child. The skill areas covered are: motor, self-help, language, emotion, and preacademic.

Manual 2 covers Integration of Prescriptions Into Nursery School Activities and describes a number of suggested activities for meeting prescriptions. The first part of the manual consists of group activities; the second part contains a list of activities that can be used successfully with multiply handicapped children.

Manual 3 is entitled, Equipment and Materials for Use in Nursery Schools for Handicapped Children. It describes tested commercial equipment, shows modifications of equipment which makes it usable by handicapped children, and demonstrates equipment which can be built locally. The material is organized under the same major headings found in the Skills Sequence Checklist: motor, self-help, language, emotion and social and preacademic.

Selected Readings in Early Education of Handicapped Children (Handicapped Children in Head Start Series), The Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091

These readings by experts in the field are grouped into the following categories: Understanding the Special Needs of Young Handicapped Children; Parent Involvement; Classroom Planning and Instructional Strategies; and Staff Training. The material is extremely helpful and practical.

ting/Evaluation/Assessment (continued)

The People Computer, Southeast Mental Health and Retardation Center, 701 First Avenue, South, Fargo, North Dakota 58102

Computer provides prescriptions giving specific methods, techniques and approaches for teaching children certain skills. Prescriptions are based on information about the student and his behaviors which is fed into the computer. One program serves children to the age of five and another serves individuals from age six to adult.

Developmental Assessment Certificate, published by Paul S. Amidon and Associates, Inc., 4329 Nicole Avenue, Minneapolis, Minn. 55409 (30¢)

A functional reporting tool for use with preschool, primary, special education and TMR children. Space is provided for evaluating students and adults in five areas: self-care, visual and auditory perception training, gross and fine motor development, communication skills, and social-emotional development and adjustment.

Publications from the Southeast Mental Health and Retardation Center, 700 First Avenue, South, Fargo, North Dakota 58102

Socio-Emotional Readiness Scale -- uses Q-sort methodology and is applicable to children about to enter first grade ($1.50).

Ounce of Prevention: Stuttering in Children -- a 5-page booklet describing possible causes and various approaches to treatment of stuttering in children (25¢).

PPS/Q-Sort -- an evaluation device which can be used by school districts, mental health centers and other human resource agencies to determine what existing services are needed by school personnel ($1.50).

Ounce of Prevention: Articulation Disorders in Young Children - a 5-page booklet discussing identification and treatment of articulation disorders in children (25¢).

TETC Brochure -- a brief synopsis of the Therapeutic Evaluation and Treatment Center for preschool children and their families. This project provides short term and long term evaluation and treatment for both preschool handicapped and high risk children and their families. (Free)

Testing/Evaluation/Assessment (continued)

Abbreviated Cumulative Record & Developmental Prototypic Curriculum published by Paul Amidon and Associates, Inc., 4329 Nicole Avenue, Minneapolis, Minn. 55409

Nearly 300 items are classified under communication skills, social-emotional development and adjustment, self-care, motor development and perceptual training. These are printed on a file folder which can be utilized by personnel working with preschool normal or handicapped children as well as trainable children through adulthood. (52¢)

Computer Assisted Remedial Education: Early Identification of Handicapped Children by G. Phillip Cartwright and Carol A. Cartwright

Packaged course which prepares teachers and other interested school related personnel to know the characteristics of, and to be able to identify, handicapped children. The course also provides the knowledges and skills necessary to identify children who would become educationally retarded by age 9 or 10 if remedial treatment were not provided. The book includes all charts, diagrams, tests and other materials which would be reproduced on a television screen for those using a computer to take the course. Also included are a glossary of terms, a bibliography, and a list of organizations concerned with the handicapped.

Kindergarten Screening Manual, Early Prevention of School Failure, Title III ESEA, 114 North Second Street, Pontone, Illinois 60468

This manual describes a set of procedures designed to assess a preschooler's readiness for kindergarten: his level of preacademic skills, his attitude toward learning situations, and any emotional or social factors that might affect his ability to profit from a school experience.

XX

Classroom Screening Instrument and Teachers' Manual, Learning Pathways, Inc., Box 29DD, Route 4, Evergreen, CO 80439 ($10)

Package contains a Teacher's Manual and 10 screening instruments designed for children in grades 1, 2, and 3. Helps teachers identify specific learning disabilities and offers remedial suggestions.

Teacher Training Materials (continued)

SEIMC Library Instructor's Manual and Student Handbook, University of Kansas, 213 Bailey Hall, Lawrence, Kansas 66044

Two booklets provide a detailed guide for teaching a one-semester college course (or a 14-session workshop, 2-3 hours each) in the examination, evaluation and use of instructional materials for special education. The student handbook contains information sheets, lab exercises, charts, bibliographies and other reference materials.

Handbook I: A Mainstream Approach to Identification, Assessment and Amelioration of Learning Disabilities by Robert R. Farrald and Richard G. Schamber, ADAPT Press, Inc., 808 West Avenue North, Sioux Falls, South Dakota 57104 ($17.95)

This 500+ page manual is an outgrowth of a project called ADAPT (A Diagnostic and Prescriptive Technique). It is dedicated to the assumption that mainstream education must strive to accommodate as many children as possible regardless of individual uniqueness or handicapping condition, and that eventually the mainstream should accept responsibility for every child regardless of his or her special educational needs. Along with extensive background information about the nature of learning disabilities (broadly defined), the manual includes helpful tables which match up observable behaviors of students with teaching strategies which help alleviate various psychological/social problems, auditory receptive disabilities, visual receptive disabilities, and verbal expressive disabilities. An extensive and very helpful annotated bibliography of instructional materials, including information about where to order them (but not prices), is found at the back of the manual along with a very large bibliography.

Principals Training Program, Alternative Instructional Arrangements for Mildly Handicapped Students in Regular Classrooms, Education Service Center, Region XIII, 6504 Tracor Lane, Austin, Texas 78721

Discussion and problem solving approach, designed for all school levels, with separate activities, when appropriate, for elementary and secondary personnel.

Teacher Training Materials (continued)

Principals Training Program (continued)

This high involvement program aims to acquaint participants with the rationale for returning the handicapped child to the regular classroom, to demonstrate alternate administrative and instructional arrangements for mainstreaming, and to teach the skills necessary to administer a mainstream program. Materials include a Participant's Manual and Book of Readings.

One Out of Ten, School Planning for the Handicapped, Educational Facilities Laboratory, 477 Madison Avenue, New York, N.Y. 10022

A report about the implications of the new laws concerning the handicapped, and alternative methods of educating handicapped children in public schools. A number of these alternative methods are described.

Films for Early Childhood.
Bibliography of films published by Early Childhood Education Council of New York City. Describes more than 250 films in various categories for teacher training, staff workshops, parent meetings. Early Childhood Education Council, 196 Bleecker Street, New York, N.Y. 10012. $3.50 per copy (post paid)

Instructional Media and the Handicapped.
Reviews instructional media and materials for the handicapped, development, evaluation, and application. Includes a bibliography of resources. Available from: Box E, School of Education, Stanford University, Stanford, California 94305. $3.25

The Language of Directions --- A Programmed Workbook
A Textbook program designed to teach the most frequently used directions found in current school books, manuals, workbooks, and standardized tests. Originally prepared at the Ohio State University and tested at the Ohio School for the Deaf. Available from: The Alexander Graham Bell Association for the Deaf, Inc. Washington, D.C. Copyright , 1970.

Classroom Techniques (continued)

Active Learning: A Book of Kindergarten Teaching Strategies, Project MECCA, Trumbull, Connecticut

The teaching strategies in this booklet were designed, tested and refined by teachers. They are designed to teach learning skills and to help in the observation of individual children. A brief description is given of each idea, the activity generated, the result, the number of children participating and sometimes additional comments are included.

Behavior Modification in Three Settings, Edited by Carol K. Sigelman, Texas Tech University, Lubbock, Texas

Although the focus is largely institutional (a state school, small group homes, and a special education vocational training center), the behavior modification techniques are described in helpful and extremely practical ways and could easily be used in other settings.

A Prescriptive Curriculum in Physical Education for the Mentally Retarded, Edward A. Brown, III, Supervisor, Exceptional Student Physical Education, Pinellas County Schools, 1960 E. Druid Road, P.O. Box 4688, Clearwater, Florida 33518

Compiled as part of an ESEA Title III project, this material describes a great many specific exercises and activities which can be carried out by the mentally retarded. It also provides specific guidelines and tests for assessing the physical abilities of the mentally retarded and shows how these test results can be used in assigning prescriptions to students.

Mainstreaming: Educable mentally retarded children in regular classes by Jack W. Birch, available from The Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091 ($2.50)

This monograph describes and analyzes the mainstreaming programs for educable mentally retarded children in six school districts of various sizes and pupil composition in five different states. The author includes the unique qualities of each program and shows how as well as why mainstreaming has worked in these districts.

Classroom Techniques (continued)

Idea Exchange: Focus on Handicapped Children, available from Merrimack Education Center, 101 Mill Road, Chelmsford, MA 01824 ($1.50)

Contains helpful information about working with handicapped children -- mainstreaming, working with parents, making toys, self-help skills, suggested songs and story-telling games.

Testing/Evaluation/Assessment

Focus on the Role of Assessment -- Instructional Packet from the Joint County School System of Polk & Story Counties, 1932 Ordnance Road, Ankeny, Iowa 50021

Gives specific examples of formal and informal assessment techniques, plus some remediation procedures and activities

Center for Preschool Services in Special Education, The Frankli Institute Research Laboratories, 20th and Parkway, Philadelphia, Pa. 19103

Preschool rating scale (test instrument), scoring examples, description of work of Center.

School-Community Program in Early Childhood Development by Frances B. Holliday and Lesley B. Olswang, District 65, Evanston Public School System, Evanston, Illinois

Covers screening, diagnosis, intervention and dissemination of information.

Child Development Centers, 465 Springhill Drive, P.O. Box 8003, Lexington, Ky. 40503

XX Lexington Developmental Scale -- an assessment tool for preschool children ($5 per copy).

Innovative, Inexpensive, Instructional Teaching Materials ($4 per copy).

Media and Materials

A Catalog of Training Films and Other Media for Special Education, Bureau of Education for the Handicapped, U.S. Department of Health, Education, and Welfare, Washington, D.C.

Prepared by the Educational Media Distribution Center, Conference of Executives of American Schools for the Deaf, Inc., this catalog describes instructional materials available to organizations with programs for the preparation of teachers and others who work with handicapped persons. The materials include 16mm films, 8mm cartridges and audiotapes and related study guides. All materials are available on a free loan basis to groups registered with the Media Services and Captioned Films Program. This may be accomplished by writing the Center, 5034 Wisconsin Avenue, N.W., Washington, D.C. 20016, describing briefly the program for which the materials are desired. Materials cover a wide range of topics and are listed alphabetically and by categories.

XX Portable Resource Kit for Pre-Academic Learning Skills, Early Prevention of School Failure, Title III, ESEA, 114 North Second Street, Peotone, Illinois 60468

A handbook which describes (but does not give cost or address of manufacturer) a number of materials which can be used by a consultant and easily transported from school to school. Suggested activities are given for each of the materials listed. Focuses on readiness skills.

XX Developmental Materials for Learning Centers, Early Prevention of School Failure, Title III, ESEA, 114 North Second Street, Peotone, Ill. 60468

Kindergarten oriented materials presented according to the learning skill which they develop: auditory, visual, fine motor, gross motor, mathematics and language. Suggested activities listed with each of the materials.

First Chance Products, A Catalogue of Instructional and Evaluative Materials, Technical Assistance Development System, 625 W. Cameron Avenue, Chapel Hill, N. C. 27514

Media and Materials (continued)

First Chance Products (continued)

Descriptions of instructional and evaluative materials developed by more than 100 preschool demonstration projects throughout the U.S. administered by the Bureau of Education for the Handicapped. All materials are alphabetically indexed by title and cross-referenced by target population (children, parents or staff) and function (instructional or evaluative).

Developing Instructional Materials for the Handicapped by John C. Belland and Sidney Rothenberg, National Center on Educational Media and Materials for the Handicapped, 220 West Twelfth Avenue, Columbus, Ohio 43210

Practical guide for educators who wish to produce special education materials which are both relevant to specific learning situations and are designed to meet necessary specifications for duplication and distribution.

The Learning Disabilities Program in Bucks County Schools, Bucks County Public Schools, Intermediate Unit No. 22, County Administration Building, Doylestown, Pa. 18901

A detailed report on eight years of operating pilot programs for learning disabled children, including the views of the authors on how various programs and parts of programs work. The report covers all facets of the programs, including assessment and placement, parent orientation, instruction, and supportive services. The final chapter gives suggestions for starting programs. Extensive appendices include the procedure for program placement, forms used in classroom analysis of the child, a list of ego development milestones, forms on which the daily student summary plan is recorded, screening measures used by itinerant personnel, the teacher observation form, a summary of the functions of the itinerant master teacher, guidelines for a prevention program, forms used in the itinerant program, sample activities used in the prevention phase of the program, a list of materials used in the learning disabilities program, descriptions of the roles of the psychiatrist, vision specialist, and language consultant, plus general information regarding learning disabilities.

APPENDIX II

Items to be purchased for Regional Center & Collaborative

TRAINING RESOURCE CENTERS

4 Sites - EDCO/SHORE/Greater Boston
MEC/Northeast
Southeast
Worcester Region

Resource Materials

Funds will be used to provide the BASIC COLLECTION for two new Training/Resource Centers (Southeast, and Worcester Regions) and update the collections in MEC/Northeast and EDCO/SHORE/Boston Regional.

New Items for Resource Centers

Preschool Special Education Curriculum Manual — $5.00
95 Herman Street
Rochester, New York 14605

Language Development Resources for — $3.00
Bilingual Bicultural Children
Education Service Center
6504 Tracor Lane
Austin, Texas 78721

Sharing School Facilities with the Trainable — $2.00
Ontario Ministry of Education
252 Bloor Street West
Toronto, Ontario M5S 1V6

Council for Exceptional Children — $7.50
Thesaurus
1920 Association Drive
Reston, Virginia 22091

Measurement of Intelligence of Infants/Young Children — $14.00
Academic Press Order # ISBN 0-384-07925-3
111 Fifth Avenue
New York, N.Y. 10003

Capit Toy Catalog
NWREL Office of Marketing and Dissemination — $2.95
710 S.W. Second Avenue
Portland, Oregon 97204

Lesson Plans for Enhancing Preschool Developmental Progress — $13.85
Project Memphis
Kendall/Hunt Publishing Company
2460 Kerper Boulevard
Dubuque, Iowa 52001

Instructional Games for Handicapped Children
Center for Innovation in Teaching the Handicapped
School of Education
Indiana University, Bloomington, Indiana

Instructional Development for Training Teachers of Exceptional Children
How to Develop Teacher Training Materials
Center for Innovation in Teaching the Handicapped
School of Education
Indiana University
Bloomington, Indiana

Teaching Research Initial Expressive Language Program
Teaching Research Publications
Monmouth , Oregon 97361 $25.00

Vermont Guide for Teaching Adolescents with Special Needs
Special Education and Pupil Personnel Services
Vermont Department of Education

Homemade Developmental Toys and Activities $3.00

Teaching Young Children with Special Needs $5.00
Study Guide for T.Y.C. with S.N. $1.00

Basic Development and Developmental Disabilities of the Preschool Child $7.00

Four items above are all available from:
Alaska Head Start Special Services Project
Alaska Treatment Center
3710 East 20th Avenue
Anchorage, Alaska 99504

Educational Technology for the Severely Handicapped
Personnel Training Program
Kansas Neurological Institute

Creating Instructional Materials for Handicapped Learners $20.00
National Audiovisual Center Order # 09688
Sales Order Desk (GSA)
Washington, D.C. 20409

Infant/Toddler Family Creative Play Center
Division of Mental Retardation
214 Lake Street
Shrewsbury, Ma. 01545
"Determining Functional Level"

Futures of Children
Categories/Labels and their Consequences
Jossey-Bass Publishing Company
615 Montgomery Street
San Francisco, Calif. 94104

Special Education for the Severely Handicapped — $1.95
The State of the Art in 1975.
Stock No. 125
CEC
Publication Sales
1920 Association Drive
Reston, Va. 22091

Auditory Learning Materials for Special Education
Ohio State University Press
2070 Neil Avenue
Columbus , Ohio 43210 — $1.00

Eating with A Spoon: How To Teach Your Multi-Handicapped Child. — $3.00
Ohio State University Press
Ohio State University
2070 Neil Avenue
Columbus, Ohio 43210

Publisher Source Directory
New York State Education Department
c/o Ohio State University Press
Publication Sales
2070 Neil Avenue
Columbus, Ohio 43210 — $1.00

Speech Improvement for the Trainable Retarded
Manual for the Classroom Teacher
Ohio State University Press
Publications Sales Division — $5.85

Instructional Programming Workshop — $4.75
CCL Document Service
1025 West Johnson Street
Madison, Wisconsin 63706

Franklin Elementary School Simulation
Grouping Students for Learning
and Improving Instructional Practices — $3.00 each title
CCL Document Service
1025 West Johnson Street
Madison, Wisconsin 63706